

VISIT...

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Tutor Teaching Tips

Lesson 1: Nn, Pp, Aa • Part 1

MATERIALS

Letter page: *Nn*

Lesson one follows a different format from the other lessons in the Reading-Tutors phonics series. It introduces three letter/sound relationships in order to provide enough sounds so the child can practice decoding words and read a simple book. It is important to go slowly through the activities, repeating them if necessary, to ensure that the child is able to recognize the letters and their sounds before moving on to the next letter/sound relationship.

Introducing the letter Nn



3–5 minutes

Show the child the letter page for *Nn*. Tell the child that this is the letter *n* and that it stands for the /n/ sound in the words *net* and *night*. Ask the child to trace the upper and lowercase letter on the page with his/her finger as he/she says the sound of the letter (not the letter name).

Have the child tell you some things whose names start with /n/. If the child has difficulty, provide examples, emphasizing the /n/ sound as you say the name. Write the words on the board or a piece of paper as the child says them. Have the child circle the /n/ in each word.

Letter page: *Pp*

Introducing the letter Pp



3–5 minutes

Show the child the letter page for *Pp*. Tell the child that this is the letter *p* and that it stands for the /p/ sound in the words *pan* and *pig*. Ask the child to trace the upper and lowercase letter on the page with his/her finger as he/she says the sound of the letter (not the letter name).

Have the child tell you some things whose names start with /p/. If the child has difficulty, provide examples, emphasizing the /p/ sound as you say the name. Write the words on the board or a piece of paper as the child says them. Have the child circle the /p/ in each word.

Picture cards:
nail, nine, nose,
nurse, pan, pen,
pear, pig

Practicing the letters Nn, Pp



3–5 minutes

Spread the picture cards out on the table. Ask the child to group the pictures into words that begin with the /n/ sound in one stack and those that begin with /p/ in another stack. Repeat the activity.

Play “I Spy” with the child. Look around the room and find something that starts with *p*. Say: *I spy with my little eye, something starting with p*. Ask the child to guess what the object is. Repeat with the letter *n*. Then have the child find things in the room that begin with either *p* or *n* for you to guess.

Play a guessing game where you provide a riddle and the child has to guess the object. Use the following examples:

- My name starts with /p/. I live on a farm. I go *oink, oink*. What am I?
- My name starts with /p/. You can find me in the kitchen. You use me to cook food. What am I?
- My name starts with /n/. You use me to smell things. What am I?
- My name starts with /n/. I am a number that comes after 8. What am I?

Tutor Teaching Tips

Lesson 1: Nn, Pp, Aa • Part 2

MATERIALS

Letter pages:
Pp; Nn

Letter page: *Aa*

Picture cards:
astronaut, ant, apple, ax, fan, map, cat, van

Game cards

Practice sheet

Flash cards

Decodable book:
Nap in a Pan

Decodable book

Review Part 1 5–10 minutes

If the second part of the lesson is done on a different day, use the letter pages to review the letter sounds. Say some words that start with the sounds.

Introducing the letter Aa 10–15 minutes

Show the child the letter page for *Aa*. Say that this is the letter *a*, which stands for the /a/ sound at the beginning of the word *apple*. Say that the /a/ sound is also in the middle of the words *pan* and *hat*. Ask the child to trace the upper and lowercase letter on the page with his/her finger as he/she says the sound of the letter (not the letter name).

Name the picture cards with the child and have him/her listen for the /a/ sound. Ask the child to sort the picture cards into those pictures whose name starts with /a/ and those pictures whose names have /a/ in the middle.

Place the letter game cards face down on one side of the table and the picture game cards face down on the other side. Have the child turn over a letter and say the letter name and its sound. Then have the child turn over a picture. If the name of the picture has the sound of the letter at the beginning or in the middle, the child gets to keep the cards. If not, the child turns the cards over and it's your turn.

Decoding Practice 3–5 minutes

Point to the first word on the practice sheet. Have the child run his/her finger under each letter as he/she blends the sounds in the word. Then have the child say the whole word. Repeat with the other words on the page.

Teach High-Frequency Words 5–8 minutes

Show the child the word flash cards one at a time as you read each word. Have the child repeat the word after you say it. Repeat several times.

Next, hold up each card one at a time, say the word, and spell it out loud saying the letter names. As you spell the word, have the child repeat each letter and write it in the air with his/her finger. Say: *and—a, n, d—and*.

Read the Decodable Book

Show the child the cover of the book and sound out the title as you run your finger under each word: /nnn/ /aaa/ /p/ *in a* /p/ /aaa/ /nnn/. Then read the title normally. Repeat, having the child join in with you, using his/her finger to point to the words.

Have the child read each page in the book with you, sounding out the decodable words and saying the high-frequency words quickly. Run your finger under each word as you read the page. Then read the whole sentence with the child. Have the child read the page on his/her own. Repeat with the rest of the book.

Home Connection

Have the child take home the book to read with a family member.

N n



net

P

p



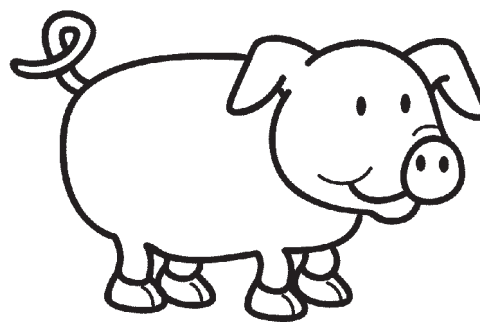
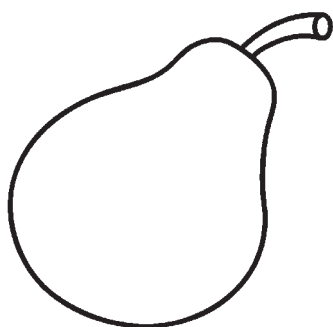
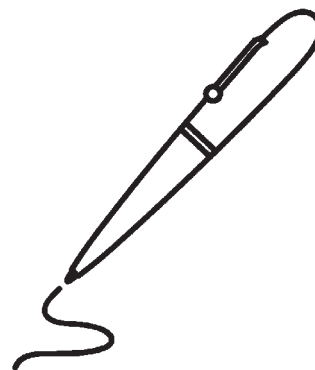
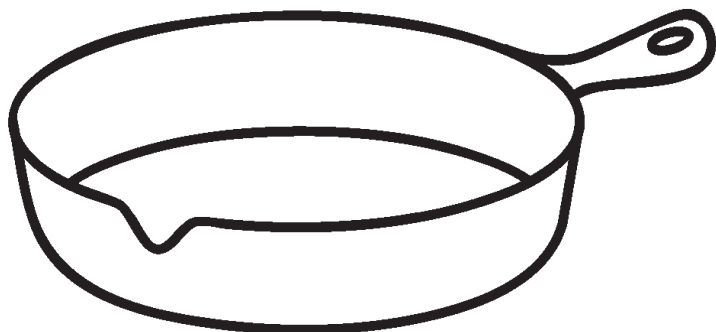
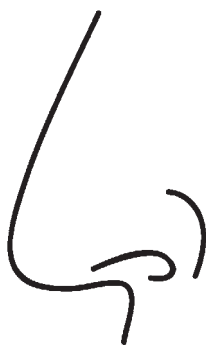
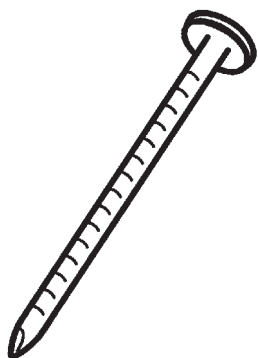
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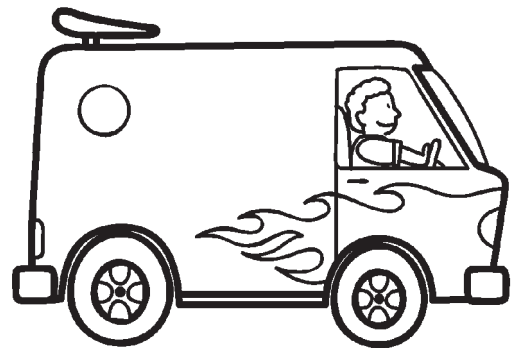
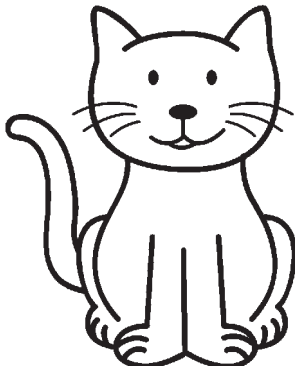
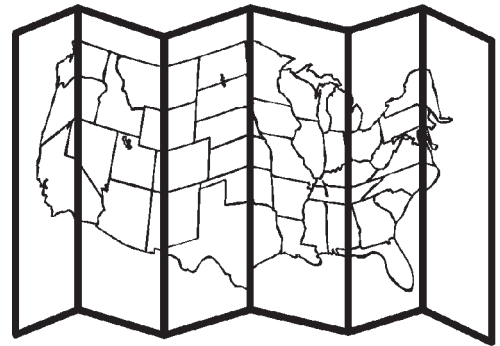
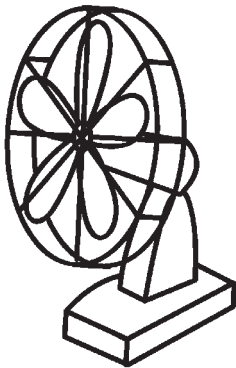
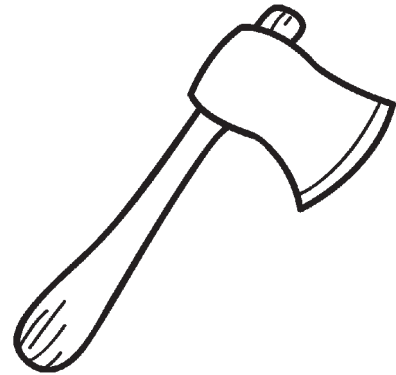
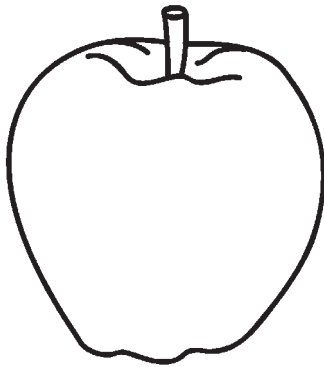
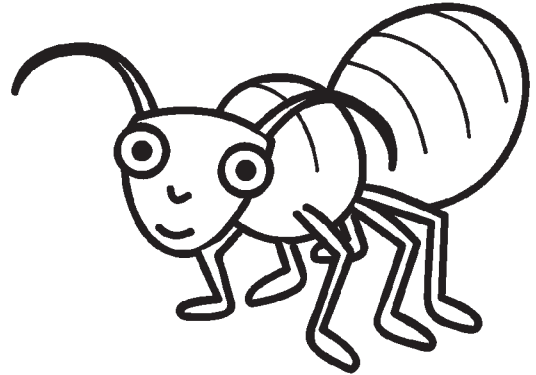
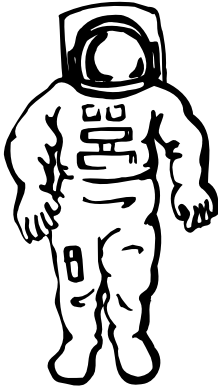
A

a



apple





a

a

a

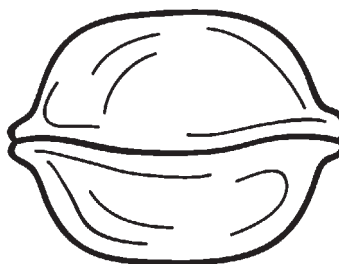
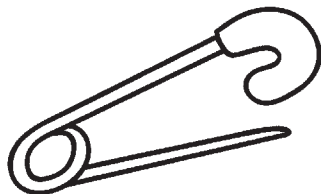
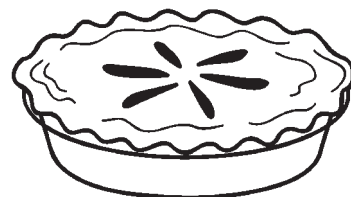
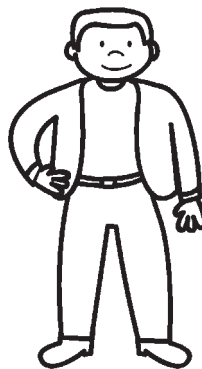
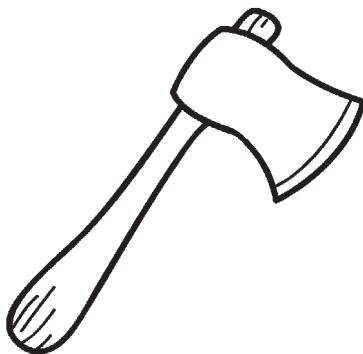
p

p

p

n

n



a

and

for

in

a

and

for

in

INSTRUCTIONS: Have the child run his/her finger under each letter as he/she reads each word.

an

nap

pan

pan

an

nap

nap

pan

an